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ABSTRACT

Since the summer of 1970, the Native American Leadership Training Program has prepared 68 Native American professionals from 39 tribal groups for administrative and policy-making positions in tribal organizations, federal and public schools, and federal and state governments. In the fall of 1977 the program began its eighth year with 16 master's and doctoral candidates participating. Students enrolled in the program may seek Master's of Education degrees in Educational Administration or in Academic Curriculum and Instruction; the doctoral program includes a D.Ed. or Ph.D. degree in Education Administration. Additional activities are planned to make the program a unique experience for those participating. The weekly Native American Seminar examines current issues and significant studies in the education of Native American youth, provides a forum for sharing educational experiences, and draws upon the expertise of tribal leaders and other professionals by utilizing them as guest speakers. Field trips, conferences, and visiting lecturers such as officials from government agencies provide additional learning experiences. Financial support includes tuition expenses of $909 per term, travel expenses, and a monthly stipend of $400 plus dependent support of $75 per dependent. Applicants must be Indian, Eskimo, or Aleut descent, meet Graduate School requirements, and have demonstrated a dedication to the improvement of educational opportunities for Native Americans. Names, tribal affiliation, and positions of current and past participants in the Native American Leadership Training Program are also listed. (DS)

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# NATIVE AMERICAN GRADUATE PROGRAM IN EDUCATION

# THE PENNSYLVANIA STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## PROGRAM VIII PROGRESS REPORT 1977

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## INTRODUCTION

During the summer of 1970 The Pennsylvania State University began preparing Native American professionals for administrative and policy-making positions in tribal organizations, federal and public schools, and federal and state governments. Since that time eighty-eight Native American students from all sections of the country and representing thirty-nine tribal groups have received graduate instruction at Penn State. Nearly all of these can now be found filling important posts such as superintendencies, principalships, executive directorships, state education officers, professorships, and other leadership roles in public, federal, and tribal institutions.

In the fall of 1977 the Native American Leadership Training Program at Penn State began its eighth year with sixteen master's and doctoral candidates on campus fulfilling academic and residence requirements. During the past year candidates receiving M.Ed. degrees included Clarice Baker (Mandan/Hidatsa), Henry Huff (Cayuga), Jack Ondelacy (Zuni/Laguna), Darius T. Rowland (Northern Cheyenne), and Wayne Stein (Chippewa). All are to be commended for their performance.

The impact of Native American programs in educational leadership is important to note. The highest position in the United States Office of Education that concerns itself directly with Native American education is currently filled with a graduate of Penn State. We point with pride to Dr. Gerald Gipp, Deputy Commissioner for Indian Education, who was a Penn State professor and Director of the Native American Program prior to his current appointment.

Well-qualified Native American administrators may now be found in other important leadership roles at different levels of government as well as in the public and private institutional sectors. The need for leadership development continues, however. The support of the Penn State program assures an avenue for aspiring Native American educational leaders to develop their skills through a high-quality program of educational administration.

Not to be overlooked in a program such as this is the commitment of the sponsoring institution. Program finances are carefully governed so that the maximum benefit is realized from funds provided. Office of Education requirements limit overhead costs to a maximum of 8 percent, thereby assuring participating students the primary benefit of available funds. Penn State, in addition, allows 10 credits for internships with no direct tuition charge to the intern or to the program. Institutional commitment is further demonstrated by the faculty appointment of the program director with institutional funds and also by the employment of several continuing students as graduate assistants. Commendations are in order for the staff of the Office of Indian Education, field readers, and National Advisory Council for Indian Education members who recognize the importance of programs such as this and endorse the concept of leadership development.

Grayson Noley, Director
Native American Program
The Pennsylvania State University

## OBJECTIVES

The objectives of the Native American Program at The Pennsylvania State University are to prepare:

1) Planning and management personnel for educational organizations,
2) Personnel to administer special education programs and alternative schools,
3) Administrators and professors of Indian community colleges, colleges, and universities, and
4) Principal-teachers of small schools for Indian and Alaskan Native children.

## PROGRAMS

The Native American Program offers several professional preparation programs leading to master's and doctoral degrees.

*Master's Program*

A minimum of 30 credits earned in academic coursework on campus are required; 10 credits may be earned during an internship in the field.

1. M.Ed. Degree Program in Educational Administration — Special emphasis in the following areas:
   A. *Educational Planning and Management*
      This emphasis is designed to prepare individuals who plan to return to tribal organizations or reservation schools. Coursework can be taken in curriculum, applied systems, management information systems, evaluation of educational programs, economics of education, school law, negotiations, school plant, curriculum planning, and organizational supervision. Six credits in economics, regional planning, sociology, management, or political science are also required.
   B. *Alternative Programs*
      Coursework is taken in the areas described in A above. During the program, studies may be made of such institutions as the Parkway Project (Philadelphia), advancement academies, drop-out academies, and kibbutz schools. Internship may be served in alternative schools including tribal contract schools or an urban survival school.
2. *M.Ed. degree in Academic Curriculum and Instruction*
   This program provides advanced professional preparation in the special areas of curriculum and supervision, elementary and early childhood education, industrial arts education, instructional media education, language education, mathematics education, science education, and social studies education. Students who aspire to work in the areas of curriculum development and supervision of instruction will find that the requirements of this program will adequately meet their needs.

*Doctoral Program*

A limited number of doctoral candidates are funded each year. Candidates for the D.Ed. and Ph.D. degrees in Educational Administration are required to complete a minimum of three consecutive terms in residence. An internship period is usually required for those with no administrative experience. The communication and language requirements for the Ph.D. degree may be satisfied by a Native American language.

*Financial Support*

Expenses for the candidates accepted by the program include (on a fiscal year basis) tuition @ $909 per term, monthly stipend @ $400, dependent support @ $75 per month per dependent, and travel expenses to and from the university.

## ADMISSION REQUIREMENTS

All participants must meet Graduate School entrance requirements. The following are additional qualifications for funding by the Native American Program.

Applicants must be of Indian, Eskimo, or Aleut descent.

Applicants for a master's degree program must have a bachelor's degree, which may be in any discipline (education preferred).

Applicants must have demonstrated a dedication to the improvement of educational opportunities for Native Americans.

Applicants must be committed to serve in an administrative position in schools with Native American children.

*Application deadline for fall term admission is MARCH 15, 1978.*

*More information and application forms can be obtained from:*

Grayson Noley
Director, Native American Program
The Pennsylvania State University
403 Rackley Building
University Park, PA 16802
(814) 865-1487

## ACTIVITIES

A number of activities make the Native American Program a unique experience for American Indians seeking graduate degrees in education.

*Native American Seminar*

Native American Program students meet weekly in a seminar for which they receive varying credit. A major objective of this informational meeting is to develop relationships between the students' university experiences and activities in Indian education. The course provides the opportunity to examine significant studies and current issues in the education of Native American youth. Also, educational innovations which are under experimentation in contemporary settings are examined with respect to their potential viability for Native American schools.

An important feature of the seminar is the forum it provides for the sharing of background experiences in Indian education. The exchange of information is invaluable when one considers that students come with experiences which include public and federal school teaching, college and university level teaching, administrative and supervisory experiences at the elementary, secondary, and post high school levels, involvement with special program staff and administration, and tribal and Bureau of Indian Affairs administration.

Finally, the seminar has been utilized as a forum for numerous tribal leaders and Native American professionals who have shared their expertise by serving as guest lecturers to the program. Some of the individuals who have appeared at Penn State over the years have been Peter McDonald, John Borbridge, Will Antell, Ramon Roubideau, Myron Jones, Lionel Bordeaux, David Gipp, and James Wilson. Over this past year Frank Ducheneaux, William Demmert, and Stuart Tonemah have been on campus to address the Native American Program students.

*Field Trip and Consultant Experiences*

*American Indian Higher Education Consortium (AIHEC)*

During fall term 1975, then AIHEC Director Dave Gipp and Lionel Bordeaux, President of Sinte Gleska College, Rosebud, South Dakota, met with Native American Program graduate students and explained the role of AIHEC in the development of Indian-controlled community colleges. Mr. Bordeaux presented students with a comprehensive view of a particular community college, while Mr. Gipp explained the AIHEC role in providing support services to developing institutions.

During the winter term 1976-1977, Mr. Frank Ducheneaux, who presently serves as Counsel to the Sub-committee on Indian Affairs and Public Lands and who works within the office of Congressman Morris Udall, met with students in the Native American Program to explain the legislative process at the national level and how a bill is introduced into congress. Also, during the winter term, Dr. William Demmert, Director of Educational Programs, Bureau of Indian Affairs, Washington, D.C., addressed the students on the reorganization of the Education Division within the Bureau of Indian Affairs.

Recently, Mr. Stuart Tonemah, Executive Director of the National Advisory Council on Indian Education (NACIE), Washington, D.C., spoke to the students on the role of his office, the role of NACIE as it relates to Title IV, Indian Education Act of 1972, and discussed some of the issues pertinent to the future of Title IV.

*Field Trip – Washington, D.C.*

Because Indian education policy is developed by federal agencies headquartered in Washington, D.C., each new group of Native American Program students is given the opportunity to visit the nation's capital. Student visits are scheduled with:

— Bureau of Indian Affairs' officials including the Commissioner and the Director of Education Programs,
— Congressional representatives from the students' home states as well as key congressmen involved in Indian affairs,
— National Indian organizations including the National Congress of American Indians, Coalition of Eastern Native Americans, and the American Indian National Bank,
— The United States Office of Education including the Office of Indian Education and the executive office of the National Advisory Council on Indian Education, and
— Professional education organizations headquartered in Washington, D.C., including the National Education Association and the Association of Chief State School Officers.

*Field Trip – Canada*

During the fall term of 1977, Native American Program students were guests at schools in St. Catharines, Ontario, Canada. One purpose of the trip was to observe educational systems in another country. Schools visited included the Ecole Confederation Bilingual School, Welland,Ontario, and Ridley College, St. Catharines, Ontario, which is a private preparatory boarding school. The Ministry of Education for the Niagara Region in Ontario was also visited. An additional advantage of the sojourn provided the students with the opportunity to interact with Indian people in Canada and the state of New York. Tours were taken of the Cultural Center, Six Nations Reserve in Brantford, Ontario; Min's Indian Crafts, Ohsweken, Ontario; Kinzua Dam, Steamburg Relocation Area, and Seneca Nation Museum, all of the Allegheny Reservation in New York; and the Tuscarora School of the Tuscarora Reservation in New York.

*National Conferences*

On a limited basis, Native American Program students are given the opportunity to attend national meetings including those of the National Indian Education Association, the American Educational Research Association, the American Association of School Administrators, and the National Association of Secondary School Principals.

## PARTICIPANTS

*Current Participants*

The current group on campus represents eleven tribes encompassing a geographic area from New York to Arizona. The backgrounds of the participants include experience in Indian education at the elementary, secondary, and college levels. Teachers, administrators, and special program directors are represented. The following students are on campus completing coursework; two are on internships.

| *Name and Tribe* | *Position on Entering Program* | *Degree Objective* |
|---|---|---|
| Lowell Anthony<br>Sioux | Teacher and Athletic Director/Coach<br>Crazy Horse High School | M.Ed. |
| Donald Barlow<br>Sac-Fox | Director, Indian Education<br>State of Idaho | D.Ed. |
| Larry Ray Brayboy<br>Lumbee | Instructor<br>University of North Carolina | D.Ed. |

| *Name and Tribe* | *Position on Entering Program* | *Degree Objective* |
|---|---|---|
| Linda Comeau<br>Sioux | Teacher Corp Intern<br>University of North Dakota | M.Ed. |
| Nelson Cordova<br>Taos Pueblo | Teacher<br>Taos, New Mexico | M.Ed. |
| Jim Davis<br>Chippewa | Principal<br>Rocky Boy's, Montana | D.Ed.<br>M.Ed.* |
| Angelita Felix<br>Arikara | Director AICDP<br>United Tribes Educational Technical Center | D.Ed. |
| Carol Hart<br>Gros Ventre (Atsina) | Rockefeller Fellow<br>Pinal County Community College District | D.Ed. |
| Darrell Jeanotte<br>Chippewa | Title VII Director<br>Belcourt, North Dakota | M.Ed. |
| Phillip Kaniatobe<br>Choctaw | Director of Indian Studies<br>Morningside College | D.Ed. |
| Dennis Martin<br>Chippewa | Teacher-Administrator<br>Coeur d'Alene Tribal School | M.Ed. |
| Rebecca Murray<br>Sioux | Director, Project MEDIA<br>National Indian Education Association | M.Ed. |
| Maribel Printup<br>Seneca | Education Specialist, BIA<br>Syracuse, New York | D.ED.<br>M.Ed.* |
| Anna Rubia<br>Mandan/Hidatsa | AICDP<br>United Tribes Educational Technical Center | M.Ed. |
| Gregory Sherwood<br>Sioux | Teacher<br>Little Eagle, South Dakota | M.Ed. |
| Alyce Spotted Bear<br>Mandan | Director, Adult Education<br>Fort Berthold Community College | M.Ed. |
| Linda Warne<br>Comanche | Teacher Supervisor<br>Fort Wingate, New Mexico | M.Ed. |
| Darlene Williams<br>Navajo | Higher Education Counselor<br>Window Rock, Arizona | M.Ed. |

*Degree conferred

*Past Participants*

Participants in the Native American Program represent a diverse group of Native Americans who have demonstrated their leadership ability in Indian education. Since 1970, eighty-eight individuals representing some thirty-nine tribes have completed or are in the process of completing requirements for master's and/or doctoral degrees. Graduates of the program are found in federal, state, and tribal educational organizations. A list of participants with their current job responsibilities is presented below.

| *Name and Tribe* | *Present Position* | *Degree Conferred* |
|---|---|---|
| Wallace Allen<br>Sac-Fox | Education Specialist, BIA<br>Anadarko, Oklahoma | M.Ed. |
| Marilyn Atcitty<br>Navajo/Taos | Federal Programs Liaison<br>Kayenta Unified School District #27 | M.Ed. |
| Clarice Baker<br>Mandan/Hidatsa | Director of Indian Education<br>Forest Lake, Minnesota | M.Ed. |

| *Name and Tribe* | *Present Position* | *Degree Conferred* |
|---|---|---|
| Jimmy Baker<br>Choctaw | Superintendent<br>Chilocco Indian School | M.Ed. |
| Mary Baker<br>Mandan/Hidatsa | Acting Dean of Education<br>United Tribes Educational Technical Center | M.Ed. |
| Paige Baker<br>Mandan/Hidatsa | Program Director, Phelps-Stokes Fund<br>Denver, Colorado | M.Ed. |
| Dennis Billie<br>Navajo | Deceased | M.Ed. |
| Pauline Sanchez Billie<br>Navajo | Education Specialist, BIA<br>Crown Point, New Mexico | M.Ed. |
| Delton Cox<br>Choctaw | Counselor, Jones Academy<br>Hartshorne, Oklahoma | M.Ed. |
| Billy Cypress<br>Seminole | Community Service Officer, BIA<br>Hollywood, Florida | |
| Anselm Davis<br>Navajo/Choctaw | Assistant Superintendent<br>Window Rock Public School | |
| Peggy Davis<br>Seminole/Creek | Teacher, Ahfachkee School<br>Clewiston, Florida | |
| Ralph Davis<br>Navajo/Choctaw | Training Coordinator<br>Office of Management and Policy Analysis<br>Window Rock, Arizona | M.Ed. |
| LeRoy Demmert<br>Tlingit-Sioux | Education Program Administrator, BIA<br>Mt. Edgecumbe, Alaska | M.Ed. |
| Dennis Fox<br>Mandan/Hidatsa | Programs Administrator, BIA<br>Aberdeen, South Dakota | D.Ed.<br>M.Ed. |
| Sandra Fox<br>Sioux | Education Specialist, BIA<br>Aberdeen, South Dakota | D.Ed.<br>M.Ed. |
| Emma Yellowhair Gable<br>Navajo | Education Specialist, BIA<br>Chinle, Arizona | M.Ed. |
| Patrick Gardner<br>Haida | Teacher<br>Craig, Alaska | M.Ed. |
| Gerald E. Gipp<br>Sioux | Deputy Commissioner<br>Office of Indian Education, USOE | Ph.D.<br>M.Ed. |
| Larry Gorospe<br>Chippewa | Assistant Dean of Student Affairs<br>Stanford University | |
| Patricia Grayson<br>Navajo | Title IV Consultant<br>Gallup-McKinley and Window Rock School Dist. | M.Ed. |
| Richard Hansen<br>Tlingit | Principal<br>Wrangell, Alaska | M.Ed. |
| Sharon Higgins Hasan<br>Blackfeet | Instructional Supervisor<br>Harrisburg, Pennsylvania | M.Ed. |
| Frieda Havens<br>Jicarilla | Teacher<br>Dulce, New Mexico | |
| Emerson Horace<br>Hopi | Title VII Director<br>Sacaton Public School District #18 | M.Ed. |
| Henry Huff<br>Cayuga | Title IV Director<br>Michigan Indian Benefit Association<br>Lansing, Michigan | M.Ed. |

| *Name and Tribe* | *Present Position* | *Degree Conferred* |
|---|---|---|
| Harvey Jacobs<br>Cherokee | Program Specialist<br>Office of Indian Education, USOE | M.Ed. |
| Robert Jenkins<br>Hopi/Santa Clara | Superintendent<br>Kayenta Unified School District #27 | |
| Irvin Jones<br>Navajo | Supervisory Education Specialist, BIA<br>Navajo Area Office/Division of Education | Ph.D.<br>M.Ed. |
| Rollin Kekahbah<br>Kaw-Potawatami | Chairman, Life Science Division<br>Haskell Indian Junior College | |
| Andrew Lawson<br>Tsimshian | Consultant to Superintendent on Indian Affairs<br>St. Paul Public Schools | M.Ed. |
| Marshall Lester<br>Navajo | Assistant Director of Research & Development<br>Office of Navajo Economic Opportunities | |
| Janet Lope<br>Navajo | Supervisory Guidance Counselor<br>Shiprock Boarding School | M.Ed. |
| Art Maillet<br>Shoshone/Paiute | California Indian Legal Services<br>Oakland, California | M.Ed. |
| Twila Martin<br>Chippewa | Program Developer<br>Haskell Junior College and Baker University | M.Ed. |
| Lawrence Matson<br>Aleut/Creole | Alaska Native Claims Appeal Board<br>Anchorage, Alaska | M.Ed. |
| Ruby Nez<br>Navajo | Supervisory Guidance Counselor, BIA<br>Kaibeto, Arizona | M.Ed. |
| Leo Nolan<br>Onondaga/Mohawk | Administrative Intern<br>Office of Indian Education, USOE | M.Ed. |
| Grayson Noley<br>Choctaw | Director<br>Native American Program<br>The Pennsylvania State University | M.Ed. |
| Neomi Norris<br>Navajo | Sells, Arizona | |
| Tully Norris<br>Navajo | Superintendent<br>Indian Oasis School District #40<br>Sells, Arizona | |
| Wilfred Numkena<br>Hopi | Special Assistant for Indian Education<br>Utah State Board of Education | |
| Jack Ondelacy<br>Zuni/Laguna | Consultant<br>All Indian Pueblo Council | M.Ed. |
| Johnson Owie<br>Cherokee | Duncan, Oklahoma | |
| Linda Oxendine<br>Lumbee | Education Consultant and Instructor<br>Bemidji, Minnesota | M.Ed. |
| S. Gabe Paxton<br>Choctaw | Area Self Determination Officer<br>Muskogee Area Office, BIA | D.Ed. |
| Fritz Poocha<br>Hopi | Principal<br>Moenkopi Day School | M.Ed. |
| Bruce Ramirez<br>Luiseno/Sioux | Director, AISEP Project<br>Council for Exceptional Children | |
| Charles Red Corn<br>Osage | Director<br>Oklahoma Indian Education Association | |

| *Name and Tribe* | *Present Position* | *Degree Conferred* |
|---|---|---|
| Jeraldine Red Corn<br>Caddo | Field Representative<br>Oklahoma Indian Affairs Commission | |
| John Reimer<br>Eskimo | Acting Director, Project MEDIA<br>National Indian Education Association | M.Ed. |
| Darius T. Rowland<br>Northern Cheyenne | Principal<br>Busby Community School | M.Ed. |
| Cletis Satepauhoodle<br>Kiowa | Indian Education Coordinator<br>OE/DHEW, Region 6<br>Dallas, Texas | |
| LeRoy Shing<br>Hopi | Teacher Supervisor<br>Phoenix Indian High School | M.Ed. |
| Jerry Spivey<br>Cherokee | Instructor<br>University Without Walls<br>Tahlequah, Oklahoma | M.Ed. |
| Wayne Stein<br>Chippewa | Administrative Assistant<br>Ft. Berthold Community College | M.Ed. |
| Felipe Tagaban<br>Tlingit | Principal<br>Many Farms High School | M.Ed. |
| Edward Thomas<br>Tlingit | Title IV Program Director<br>Ketchikan Public School | M.Ed. |
| Robert Thomas | Principal<br>San Bernardino, California | M.Ed. |
| Rupert Thompson<br>Kiowa | Superintendent, BIA<br>Riverside Indian School | M.Ed. |
| John Tippeconnic<br>Cherokee/Comanche | Assistant Professor of Education<br>Arizona State University | Ph.D.<br>M.Ed. |
| Stuart Tonemah<br>Kiowa/Comanche | Executive Director<br>NACIE, Washington, D.C. | |
| David Tsosie<br>Navajo | Branch Coordinator<br>Navajo Division of Education<br>Window Rock, Arizona | M.Ed. |
| Judith Weahkee<br>Hopi | Albuquerque, New Mexico | M.Ed. |
| Michael Wells<br>Sioux | Executive Director<br>United Sioux Tribes Development Corp. | M.Ed. |
| Emmett White Temple<br>Sioux | Principal<br>Fort Yates Elementary School | M.Ed. |
| James Whitman<br>Mandan | Ft. Berthold Reservation<br>New Town, North Dakota | M.Ed. |
| Earl Yeahquo<br>Kiowa | Education Program Specialist, BIA<br>Anadarko, Oklahoma | |
| T. Douglas Young<br>Sioux | Deceased | M.Ed. |
| Richard Zephier<br>Sioux | Tribal Enrollment Specialist, BIA<br>Washington, D.C. | M.Ed. |

## FACULTY

Grayson Noley, a Choctaw and instructor in the Division of Education Policy Studies, serves as Director of the Native American Program. Jim Davis, a Chippewa graduate assistant in Education Policy Studies, assists the director.

Other faculty members who contribute significantly to the program:

Dr. Joseph V. Alessandro
Coordinator of International Programs

Dr. John Best
Director, Division of Education Policy Studies

Dr. William Caldwell
Educational Personnel and Negotiations

Dr. Victor Dupuis
Curriculum Planning

Dr. Gary Johnson
Economics of Education

Dr. Henry Johnson
History and Philosophy of Education

Dr. Frank Lutz
Politics of Education

Dr. Patrick D. Lynch
Chairman, Educational Administration
School Law

Dr. S. V. Martorana
Community College Organizations

Dr. Francis McKenna
Comparative and Multi-Cultural Foundations

Dr. Yoshimitsu Takei
Sociology of Education

Dr. James Vater
School Plant

Dr. Donald Willower
Organizational Science and Theory



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